

AUTHOR INDEX FOR VOLUME 32

- Abdul-Adil, J. 32(4), 503-514
Adelman, H. S. 32(1), 53-56
Angello, L. M. 32(2), 241-262
Asmus, J. M. 32(4), 624-630
Atkins, M. S. 32(4), 503-514
- Bierman, K. L. 32(4), 525-529
Blom-Hoffman, J. 32(2), 263-271
Bulotsky, R. 32(1), 17-37, 32(2), 185-203
- Carlson, J. F. 32(1), 92-107
Case, L. P. 32(4), 557-582
Cates, G. L. 32(4), 601-616
Chafouleas, S. M. 32(2), 272-281
Christenson, S. L. 32(3), 342-365
Conroy, M. A. 32(4), 624-630
Costigan, T. E. 32(3), 418-430
Cox, E. A. 32(1), 132-142
- Demaray, M. K. 32(1), 108-131, 32(3), 471-489
DiPerna, J. C. 32(2), 241-262
Dozier, C. L. 32(4), 624-630
DuPaul, G. J. 32(1), 57-76, 32(2), 178-180, 32(2), 263-271
- Eckert, T. L. 32(1), 57-76, 32(2), 272-281
Elias, M. J. 32(3), 303-319
Elliott, S. N. 32(3), 320-326, 32(4), 583-600
Espelage, D. L. 32(3), 365-383
- Fantuzzo, J. W. 32(1), 17-37, 32(1), 77-91, 32(2), 185-203
Franzese, J. C. 32(4), 624-630
Frazier, S. L. 32(4), 503-514
Furlong, M. J. 32(3), 456-470
- Graczyk, P. A. 32(3), 303-319, 32(4), 503-514
Greenwood, C. R. 32(4), 515-519
Greif, J. L. 32(3), 456-470
Gureasko-Moore, D. P. 32(2), 241-262
Gureasko-Moore, S. P. 32(2), 241-262
- Hamilton, C. 32(2), 228-240
Hampton, V. R. 32(1), 77-91
Hanley, T. V. 32(3), 327-330
- Hansen, A. 32(3), 342-365
Harvey, V. S. 32(1), 92-107
Henderson, K. 32(2), 153-168
Hintze, J. M. 32(4), 541-556, 32(4), 617-623
Hoagwood, K. 32(2), 153-168
Hodges, E. V. E. 32(3) 384-400
Horne, A. M. 32(3), 431-444
Hughes, J. N. 32(1), 38-43
- Jackson, B. 32(4), 601-616
- Kratochwill, T. R. 32(3), 320-326
- Leff, S. S. 32(3), 418-430
Lehr, C. A. 32(3), 342-365
Limber, S. P. 32(3), 445-455
Lochman, J. E. 32(2), 174-177
Long, J. D. 32(3), 401-417
Lutz, M. N. 32(2), 185-203
- Malecki, C. K. 32(1), 108-131, 32(3), 471-489
Masseti, G. M. 32(4), 536-540
Masten, M. S. 32(2), 169-173
Manz, P. H. 32(3), 418-430
McDermott, P. 32(2), 185-203
McKevitt, B. C. 32(4), 583-600
McWayne, C. 32(1), 17-37
Meadows, T. J. 32(4), 601-616
Methe, S. A. 32(4), 617-623
Miller, D. N. 32(1), 57-76
Molloy, D. E. 32(4), 557-582
Morrison, G. M. 32(3), 456-470
Mosca, S. 32(2), 185-203
- Naquin, G. 32(2), 204-227
Nastasi, B. K. 32(1), 48-52
Nebrig, M. R. 32(2), 241-262
- Orpinas, P. 32(3), 431-444
Ota, K. 32(2), 241-262
- Pelham, W. E., Jr. 32(4), 536-540
Pellegrini, A. D. 32(3), 401-417
Pianta, R. C. 32(3), 331-335
Popkin, J. 32(2), 282-300
Power, T. J. 32(1), 3-16, 32(3), 418-430

- Ringeisen, H. 32(2), 153-168
Riley-Tillman, T. C. 32(1), 57-76, 32(2), 272-281
Roach, A. T. 32(3), 320-326
Rodkin, P. C. 32(3), 384-400
Ryan, A. L. 32(4), 541-556
- Skinner, C. H. 32(1), 132-142, 32(2), 282-300, 32(4), 601-616
Shinn, M. R. 32(2), 228-240
Short, R. J. 32(2), 181-184
Sinclair, M. F. 32(3), 342-365
Small, M. A. 32(3), 445-455
Speece, D. L. 32(4), 557-582
Staniszewski, D. 32(3), 431-444
Stevenson, H. C. 32(4), 520-524
Stoner, G. 32(4), 541-556
- Sugai, G. 32(4), 530-535
Swearer, S. M. 32(3), 365-383
- Taylor, L. 32(1), 53-56
- VanDerHeyden, A. M. 32(2), 204-227
Volpe, R. J. 32(2), 241-262
- Walker, H. M. 32(1), 44-47
Wallace, M. A. 32(1), 132-142
Watson, T. S. 32(4), 601-616
Weaver, A. 32(4), 601-616
Weissberg, R. P. 32(3), 303-319
Weist, M. D. 32(3), 336-341
Witt, J. C. 32(2), 204-227
- Zins, J. E. 32(3), 303-319

CITATION INDEX FOR VOLUME 32

Volume 32, No. 1

1. Power, Thomas J. Promoting children's mental health: Reform through interdisciplinary and community partnerships, 3.
2. Fantuzzo, John, McWayne, Christy, & Bulotsky, Rebecca. Forging strategic partnerships to advance mental health science and practice for vulnerable children, 17.
3. Hughes, Jan N. Commentary: Participatory action research leads to sustainable school and community improvement, 38.
4. Walker, Hill M. Commentary: Addressing the gap between science and practice in children's mental health, 44.
5. Nastasi, Bonnie K. Commentary: Challenges of forging partnerships to advance mental health science and practice, 48.
6. Adelman, Howard S. & Taylor, Linda. Commentary: Advancing mental health science and practice through authentic collaboration, 53.
7. Eckert, Tanya L., Miller, David N., DuPaul, George J., & Riley-Tillman, T. Christopher. Adolescent suicide prevention: School psychologists' acceptability of school-based programs, 57.
8. Hampton, Virginia R. & Fantuzzo, John W. The validity of the Penn Interactive Peer Play Scale with urban, low-income kindergarten children, 77.
9. Harvey, Virginia Smith & Carlson, Janet F. Ethical and professional issues with computer-related technology, 92.
10. Demaray, Michelle Kilpatrick & Malecki, Christine Keres. Importance ratings of socially supportive behaviors by children and adolescents, 108.
11. Wallace, Monica A., Cox, Elizabeth A., & Skinner, Christopher H. Increasing independent seatwork: Breaking large assignments into smaller assignments and teaching a student with retardation to recruit reinforcement, 132.

Volume 32, No. 2

1. Ringeisen, Heather, Henderson, Kelly, & Hoagwood, Kimberly. Context matters:

Schools and the "research to practice gap" in children's mental health, 153.

2. Masten, Ann S. Commentary: Developmental psychopathology as a unifying context for mental health and education models, research, and practice in schools, 169.

3. Lochman, John E. Commentary: School contextual influences on the dissemination of interventions, 174.

4. DuPaul, George J. Commentary: Bridging the gap between research and practice, 178.

5. Short, Rick Jay. Commentary: School psychology, context, and population-based practice, 181.

6. Fantuzzo, John, Bulotsky, Rebecca, McDermott, Paul, Mosca, Samuel, & Lutz, Megan Noone. A multivariate analysis of emotional and behavioral adjustment and preschool educational outcomes, 185.

7. Vanderheyden, Amanda M., Witt, Joseph C., & Naquin, Gale. Development and validation of a process for screening referrals to special education, 204.

8. Hamilton, Chad & Shinn, Mark R. Characteristics of word callers: An investigation of the accuracy of teachers' judgments of reading comprehension and oral reading skills, 228.

9. Angello, Lisa Marie, Volpe, Robert J., DiPerna, James C., Gureasko-Moore, Sammi P., Gureasko-Moore, David P., Nebrig, Michelle R., & Ota, Kenji. Assessment of attention-deficit/hyperactivity disorder: An evaluation of six published rating scales, 241.

10. Blom-Hoffman, Jessica & DuPaul, George J. School-based health promotion: The effects of a nutrition education program, 263.

11. Chafouleas, Sandra M., Riley-Tillman, T. Chris, Eckert, & Tanya L. A comparison of school psychologists' acceptability, training, and use of norm-referenced, curriculum-based, and brief experimental analysis methods to assess reading, 272.

12. Popkin, Joan & Skinner, Christopher H. Enhancing academic performance in a classroom serving students with serious emotional disturbance: Interdependent group contingencies with randomly selected components, 282.

Volume 32, No. 3

1. Elias, Maurice J., Zins, Joseph E., Graczyk, Patricia A., & Weissberg, Roger P. Implementation, sustainability, and scaling up of social-emotional and academic innovations in public schools, 303.
2. Elliott, Stephen N., Kratochwill, Thomas R., & Roach, Andrew T. Commentary: Implementing social-emotional and academic innovations: Reflections, reactions, and research, 320.
3. Hanley, Tom V. Commentary: Scaling up social-emotional and academic supports for all students, including students with disabilities, 327.
4. Pianta, Robert C. Commentary: Implementation, sustainability, and scaling up in school contexts: Can school psychology make the shift?, 331.
5. Weist, Mark D. Commentary: Promoting paradigmatic change in child and adolescent mental health and schools, 336.
6. Lehr, Camilla A., Hansen, Anastasia, Sinclair, Mary F., & Christenson, Sandra L. Moving beyond dropout towards school completion: An integrative review of data-based interventions, 342.
7. Espelage, Dorothy L. & Swearer, Susan M. Research on school bullying and victimization: What have we learned and where do we go from here?, 365.
8. Rodkin, Philip C. & Hodges, Ernest V. E. Bullies and victims in the peer ecology: Four questions for psychologists and school professionals, 384.
9. Long, Jeffrey D. & Pellegrini, Anthony D. Studying change in dominance and bullying with linear mixed models, 401.
10. Leff, Stephen S., Power, Thomas J., Costigan, Tracy E., & Manz, Patricia H. Assessing the climate of the playground and lunchroom: Implications for bullying prevention programming, 418.
11. Orpinas, Pamela, Horne, Arthur M., & Staniszewski, Deborah. School bullying: Changing the problem by changing the school, 431.
12. Limber, Susan P. & Small, Mark A. State laws and policies to address bullying in schools, 445.

13. Furlong, Michael J., Morrison, Gale M., & Greif, Jennifer L. Reaching an American consensus: Reactions to the special issue on school bullying, 456.

14. Demaray, Michelle Kilpatrick & Malecki, Christine Kerres. Perceptions of the frequency and importance of social support by students classified as victims, bullies, and bully/victims in an urban middle school, 471.

Volume 32, No. 4

1. Atkins, Marc S., Graczyk, Patricia A., Frazier, Stacy L., & Abdul-Adil, Jaleel. Toward a new model for promoting urban children's mental health: Accessible, effective, and sustainable school-based mental health services, 503.
2. Greenwood, Charles R. Commentary: Building community laboratories for experimental studies, 515.
3. Stevenson, Howard C. The conspicuous invisibility of black ways of being: Missing data in new models of children's mental health, 520.
4. Bierman, Karen L. Commentary: New models for school-based mental health services, 525.
5. Sugai, George. Commentary: Establishing efficient and durable systems of school-based support, 530.
6. Pelham, William E., Jr. & Massetti, Greta M. Commentary: Expanding on effectiveness, 536.
7. Hintze, John M., Ryan, Amanda L., & Stoner, Gary. Concurrent validity and diagnostic accuracy of the Dynamic Indicators of Basic Early Literacy Skills and the Comprehensive Test of Phonological Processing, 541.
8. Case, Lisa Pericola, Speece, Deborah L., & Molloy, Dawn Eddy. The validity of a response-to-instruction paradigm to identify reading disabilities: A longitudinal analysis of individual differences and contextual factors, 557.
9. McKeivitt, Brian C. & Elliott, Stephen N. Effects and perceived consequences of using read-aloud and teacher-recommended testing accommodations on a reading achievement test, 583.
10. Cates, Gary L., Skinner, Christopher H., Watson, T. Steuart, Meadows, Tawnya J.,

Weaver, Adam, & Jackson, Bertha. Instructional effectiveness and instructional efficiency as considerations for data-based decision making: An evaluation of interspersing procedures, 601.

11. Methe, Scott A. & Hintze, John M. Evaluating teacher modeling as a strategy to increase student reading behavior, 617.

12. Asmus, Jennifer M., Franzese, Julie C., Conroy, Maureen A., & Dozier, Claudia L. Clarifying functional analysis outcomes for disruptive behaviors by controlling consequence delivery for stereotypy, 624.

AD HOC REVIEWERS FOR VOLUME 32

Lauren Arbolino
 Scott Ardoin
 Jennifer Asmus
 Michael Bahr
 Debbi Bandalos
 David Barnett
 John Begeny
 J. Bielinski
 Kimberly Blair
 Jessica Blom-Hoffman
 Michael Bossard
 Mary Anne Bowers
 Kathy Bradley-Klug
 Jere Brophy
 Rachel Brown-Chidsey
 Eric Buhs
 Matthew Burns
 Jennifer Burt
 Cindy Carlson
 John S. Carlson
 Lisa Pericola Case
 Theodore Christ
 Richard Cowan
 Rik Carl D'Amato
 Michelle Demaray
 Florence DiGennaro
 Robert Dixon
 Anthony Doggett
 Shannon Dowd
 Jason Downer
 John Eagle
 Ricardo Eiraldi
 Christine Espin
 Elizabeth Feldman
 Pamela Fenning
 Summer Ferreri

Shawn M. Fitzgerald
 Douglas Fuchs
 Michael Furlong
 Maribeth Gettinger
 Richard Gilman
 Virginia Smith Harvey
 Lora Tuesday Heathfield
 Steven Hecht
 Gina Coffee Herrera
 Alex Hilt
 Kathy Hoff
 Michelle Hosp
 Sawyer Hunley
 Tania Jarosewich
 Shane Jimerson
 Stephanie Kasen
 Tom Kehle
 Stacy Kosse
 Tom Kratochwill
 Dorothea C. Lerman
 Joel Levin
 Jodi Lieske
 Christine Malecki
 Merilee McCurdy
 Julie McGivern
 David McIntosh
 Laura Lee McIntyre
 Julie Mendez
 Erich Merkle
 Bill Mickelson
 Jeffrey Miller
 Markeda Lynette Newell
 Amanda Nickerson
 Bradley C. Niebling
 John Northup
 Stephanie Olson